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ABSTRACT

This test is designed to measure children's reading understanding of similes found in literature books suitable for grades four, five, and six. The simile is presented in context and is questioned in multiple choice format. The possible answer choices are based on the responses in a pilot study which could be divided into nine categories. An interview and questionnaire also accompany the test. The interview is conducted to determine if children have difficulty expressing themselves orally and if the types of responses might be the same as the classifications on the multiple choice test. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

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NCTE Committee on Research

The Research Instruments Project (TRIP)

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CS 201 359

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 KENYON ROAD
URBANA, ILLINOIS 61801

Category: Reading

Title: "Similes Test"

Author: Heather R. Burt

Age Range: Intermediate

Description of the Instrument:

Purpose — To measure children's reading understanding of similes found in literature books suitable for grades four, five and six.

Date of Construction — 1971

Physical Description -- The similes used in this test were selected from those used in a study by Lockhart (1971) who had identified 770 similes from twenty books which had been selected through a stratified random sample from 563 literature books that were on nine booklists recommended as suitable for grades four, five and six by the School of Library Science, University of Alberta. Fifty-two similes were drawn from the 770 and used by Burt in the construction of her test. Thirty items were retained in the test after the completion of a pilot study.

The simile is presented in context and is questioned in multiple choice format. The possible answer choices are based on the responses in a pilot study which could be divided into nine categories. The five categories used for devising possible choices are: correct response,

wrong commonality response, confused relationships response, paraphrasing response, and incorrect response.

The students are instructed to select the answer that has the same or nearly the same meaning as the underlined words.

...At the very center was a small black waterhole. The wind blowing from the waterhole toward them, carried a sound like a train puffing uphill.

A. A train can puff going up a hill in the wind.

B. The wind blew hard in puffs.

C. They could not breathe.

D. The wind and train go fast.

E. A train makes a noise.

An interview and questionnaire also accompany the Similes Test. The interview is conducted to determine if children have difficulty expressing themselves orally and if the types of responses might be the same as the classifications on the multiple choice test. Ten similes are used for the interview and three questions are asked of all similes while a fourth question is asked of some. The first question concerns the meaning of the simile, the second, whether the source of meaning for the student is the context of the simile or his or her experiental background, the third question focusses on the feelings

elected by the simile, while the fourth question relates to words that may have presented vocabulary difficulties.

The Questionnaire was devised in an attempt to assess pertinent background experiences.

Validity, Reliability and Normative Data:

Normative data were derived from 74 grade five pupils. Scores ranged from 4 to 30 with a mean score of 19.59. Content validity is claimed for the test and is discussed under the headings: the representation of the content of the Similes Test to all possible content: the relationship of the format and the content of the Similes Test to similar instruments; the consideration of studies of a free response nature in order to defend the inclusion or exclusion of specific items. Care was given to exclude any words from the stem in the choices that might distract the student into selecting a type of response he might not otherwise make. In order to avoid additional meaning difficulties, figures of speech were excluded in the answer choices and the words used were screened for difficulty using The Teacher's Word Book of 30,000 Words.

The thirty items of the test had a difficulty index between 0.326 and 0.730. All items had a validity index

greater than 0.2. (More complete data on difficulty, validity, and reliability indices are available through ERIC).

The reliability coefficient based on the KR-20 formula and calculated on the results of 89 subjects of the pilot study was 0.86.

Ordering Information:

EDRS

Related Documents:

Burt, Heather R. An Investigation of Grade Five Students' Reading Understanding of Similes. Unpublished Masters Thesis, The University of Alberta, Edmonton, Alberta, 1971.

Lockhart, Margaret, An Investigation of Similes Found in Selected Fiction Written for Children in Grades Four, Five and Six. Unpublished Masters Thesis, The University of Alberta, Edmonton, Alberta, 1971.

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Heather R. Burt
"Similes Test"
1971

SIMILES TEST

Directions for Teachers Administering the Test

READ ALOUD - To-day we are going to see how well you are able to get the meanings of groups of underlined words, called similes.

First you will be given a group of words containing a simile. Each will be followed by five (5) answers. The five answers explain the simile, one of these answers will be the meaning that best explains the underlined words as they are used in the passage. You are to select one (1) answer in each question.

Look at Sample A. Follow along as I read. (Teacher reads Sample A)

The words called a simile say, "The wind carried a scund like a train puffing uphill."

Now look at the five answers. Which one of the five answers has the same or nearly the same meaning as the simile?

Possibilities

1. If students answer A, C, D or E say, "No, that is not the correct answer. Try again."

2. If students answer B say, "Yes, answer B is the correct answer since it contains the same or nearly the same meaning as the simile.

Now look at Sample B. Follow along as I read. (Teacher reads Sample B)

The simile is "the yellow flowers shine like gold."

Which one of the five answers has the same or nearly the same meaning?

Possibilities

1. If students answer A, B, C or E say, "No, that is not the correct answer. Try again."

2. If students answer D say, "Yes, answer D is the correct answer since it contains the same or nearly the same meaning as the simile."

For the similes in this test you are to select from the five answers provided for each simile, the one that you think has the same or nearly the same meaning as the simile in the group of words which it is presented. Mark the space on your answer sheet that has the same letter as the answer you select.

THIS TEST IS NOT TIMED SO RELAX AND
DO THE BEST YOU ARE ABLE

SIMILES TEST

DIRECTIONS

In each question you are to pick only one answer: The one that has the same or nearly the same meaning as the underlined words. You are to fill in the space on the answer sheet that has the same letter as is in front of the answer you choose. YOU ARE NOT TO WRITE OR MARK ON THIS BOOKLET. Now follow the directions given to you by the Teacher.

SAMPLE A

... At the very center was a small black waterhole. The wind, blowing from the waterhole toward them, carried a sound like a train puffing uphill.

A. A train can puff going up a hill in the wind.
B. The wind blew hard in puffs.
C. They could not breathe.
D. The wind and train go fast.
E. A train makes a noise.

SAMPLE B

... when the hot sun is shining down again, and he says good-night to the mountains, and they all turn on fire, and the yellow flowers shine like gold, then, you will see, it will be bright and beautiful for you again.

A. They grow out of the ground.
B. The are flowers.
C. They are made of money.
D. They are a bright orange color.
E. They are worth a lot of money.

ANSWER KEY

1	Correct response
2	Inappropriate commonality response
3	Confused relationship response
4	Paraphrasing response
5	Incorrect response

QUESTIONS

1. He was a small Chagga [member of a tribe] with fists like hams, a round polished face, and a perpetual grin.

   1 A. His fists are big and hard.

   5 B. He hurt his fists.

   4 C. Fists are hands.

   2 D. His fists are red.

   3 E. His fists are made of ham.

2. And when they found that I was a Roman soldier, they did not greatly care. It was not the first of my kind to desert to the tribes; and Murna [a tribesman's wife] spoke for me, like a lioness whose cub is threatened.

   2 A. Murna was strong.

   5 B. Murna had long hair.

   3 C. Murna was my mother

   4 D. I cannot talk

   1 E. Murna protected me by speaking.

3. ... Suddenly he remembered the flood of sunset light in his sleepin-cell at Calleva, that evening when Esca and Cub and Cottia had come to him in his desperate need. He called it up now, like golden water, like a trumpet call, the Light of Mithras. He hurled it against the darkness, forcing it back --- back --- back.

   4 A. Water and trumpets make a noise.

   5 B. He played in a band.

2 C. He remembered the orange sunset.

3 D. He remembered the water and the trumpet.

1 E. His memory of the sunset was clear and bright.

4. ... There in the mirror-surely, oh surely, it was a face! A beautiful face, pale as moonlight ...

2 A. A bright face.

4 B. The light of the moon.

3 C. A face in the moon.

5 D. A bucket-shaped face.

1 E. A lovely, soft, white face.

5. ... It [the house] had a flight of wooden steps leading up to a porch, which sagged like the brim of a hat.

1 A. A hat has an edge.

2 B. The porch is the border of the house.

5 C. The porch was pretty.

3 D. The porch is part of a hat.

1 E. The porch was bent down.

6. A flock of helmeted guinea fowl trotted down the ridges of the salt-lick, heads bobbing, legs twinkling, chattering away like children on an outing.

4 A. Children go on trips.

2 B. Hens talk.

3 C. Hens and children talk to each other.

5 D. The hens were running away.

1 E. The hens made a noise all the time.

7. They were flinging brushwood bundles into the ditch to form causeways: swarming over, they had poles to scale the ramparts, but in the dark nothing of that could be seen, only a flowing up and over, like a wave of ghosts.

5 A. Ghosts are white.

2 B. They move without any help.

3 C. They were ghosts in the water.

4 D. The waves are white ghosts.

1 E. They moved quietly without stopping.

8. The ponies were fairly fresh, but both fugitives knew that in the open it was only a matter of time before they were ridden down by the better-mounted tribesmen - pulled down by the yelling hounds as by a pack of wolves.

3 A. The dogs were really wolves.

4 B. The wolves are in a group.

5 C. The dogs have short ears.

1 D. The barking dogs were fierce.

2 E. The dogs were in a group.

9. The four were loose in their stable, and they came to him almost like dogs to sniff inquiringly at his breast and outstretched hands; four superbly matched black chariot ponies.

1 A. The ponies were curious.

4 B. Dogs like to smell things.

3 C. The ponies sniff at the dogs.

2 D. They are domestic animals.

5 E. The dogs were lost.

10. ... the horn sounded its high, clear note; and before the echoes had died among the hills, the sealskin curtain was flung back, its bronze discs clashing like cymbals.

5 A. The metal pieces were plates.

3 B. The metal pieces were used in a band.

2 C. The metal pieces were brown and round.

1 D. The metal pieces hitting each other made a noise.

4 E. The metal pieces were on the curtain.

11. They [the soldiers] swung in their tracks, towards the nea-est tongue of the birch woods that were spreading like a stain through the ragged mist, but even as they did so, the signal cry rose from among the golden trees in answer.

5 A. The woods had a disease.

2 B. The sap was coming out of the trees.

4 C. The trees were growing.

3 D. The painted woods were seen in the mist.

1 E. The woods began to be seen.

12. ... all the animals were on the move, faintly visible from the train ... .

Andrew, watching through the window [of the train], grew pensive. He understood why the bushbaby could not be released. It would be be like throwing a small child into an arena of lions.

1 A. It is cruel to put the little animal back in the jungle.

3 B. The little animal is a small lion.

5 C. The train ran over the little animal.

4 D. A little child can live with a group of lions.

2 E. The other animals will look at the little animal.

13. The bushbaby was endowed by nature with a variety of highly tuned senses. His ears moved like radar scoops, catching every small sound.

2 A. His ears stuck out.

5 B. He helped the police.

3 C. His ears were round.

1 D. His ears picked up every sound.

4 E. He has ears.

14. Peter, however, had never given his arm to anyone in his life. Clara put her's in his, but he kept his own hanging down straight beside him like a stick.

4 A. A stick is straight.

2 B. He had a long, thin arm.

5 C. He cut his arm.

3 D. His arm was made of wood.

1 E. He did not bend his arm.

15. ... the Fisher leapt back and sideways to avoid his [the swordsman's] thrust, then whirled about and ran for his life, gathering his net for another cast as he ran, with the young swordsman hard behind him.

... the Fisher whirled about and flung once more. The net whipped out like a dark flame; it licked round the running swordsman, so intent on his chase that he had forgotten to guard for it; the weight carried the deadly folds across and across again, and a howl burst from the crow as he crashed headlong and rolled over, helplessly meshed as a fly in a spider's web.

3 A. A spider caught him.

4 B. A spider caught a fly.

5 C. He was trying tc fly.

1 D. He could not escape from the net.

2 E. He could see through the holes in the net.

16. She [the girl] gazed for long seconds at the darkening sky, herding her thoughts like strayed sheep.

3 A. She thought about the wandering sheep.

2 B. She had a lot of thoughts in her head.

5 C. She could not hear.

4 D. The sheep were straying.

1 E. She tried to put her thoughts together.

17. Broomtail's [the horse's] eyes were as bright as sunlight.

1 A. His eyes were sparkling.

3 B. The light shone in his eyes.

4 C. The sunlight is bright.

5 D. He looked at the sunlight.

2 E. His eyes were burning.

18. There were dark patches like islands in the river, and the girl saw that these were the tops of trees. Floating in the branches were the bloated carcasses of animals, legs stiff and pointing to the sky, lifeless as upturned sofas.

1 A. The dead animals were helpless.

2 B. The animals were stuffed.

3 C. The animals were used for furniture.

5 D. Couches floated to the sky.

4 E. The couch was turned over.

19. ... It [New York] has many churches with great big spires; and everyone is of gold; and when the sun comes up in the morning, they look like golden sewing needles.

5 A. Needles are used for sewing.

2 B. They are worth a lot of money.

1 C. They shine and are pointed.

4 D. Needles are gold.

3 E. They are solid gold.

20. Then he [the pony] heard a long, sad cry. It was the train going across the plains. Black smoke waved like a tail behind it.

3 A. The smoke waved its tail.

2 B. The smoke was black and soft.

1 C. The smoke moved back and forth.

4 D. The smoke is black.

5 E. The tail is burning.

21. ... The minute my back was turned, she pushed her way out [of the crowd].

"She was just like a wild animal," a woman in the store said, "She knocked me over."

1 A. She was powerful and violent.

5 B. She turned into a horse.

2 C. She was strong.

3 D. She was not a tame animal.

4 E. An animal can be wild.

22. Then the littler ones [children] shrieked and capered and danced in the white flash of the driving rain. Thirsty, they lifted open-mouthed faces to the sky like hungry nestlings that hear the rustling return of the mother bird.

5 A. They wanted to feed the birds.

4 B. Their mouths were open to the sky.

1 C. They wanted to drink the rain as it fell.

2 D. They wanted something to eat.

3 E. Their mouths were open waiting for the mother bird.

23. ... Mary Humboldt playing on the harp or Mr. Vogelhart see-sawing away on his violin. That wasn't funny, only boring and Baby-Belle said it caused her to itch all over like chicken pox.

4 A. It is a disease.

3 B. The disease made her scratch.

5 C. She liked their playing.

1 D. She was restless.

2 E. She was hot.

24. He led the bull to his mother who seized it by the head, which she twisted over her skinny thigh. Then she took a firm grip on the bull's neck, so that the jugular vein swelled like damp rope.

4 A. The rope got wet.

2 B. Blood was coming from the vein.

5 C. She pulled on the rope.

3 D. The vein was made of wet string.

1 E. The vein stuck out.

25. Dead leaves follow the wind and have no resting place during a storm. The twig that has fallen into the river goes where the stream carries it. The poor are like the leaves in the storm or the twig in the river: plaything of forces which they do not control, which they sometimes do not even understand.

4 A. Leaves blow in a storm and twigs float in a river.

1 B. Poor people have no place to live and are pushed around by others.

5 C. Poor people walk in the leaves and in the river.

2 D. Poor people are thin and do not have food to eat.

3 E. Poor people float in the air and in the river.

26. The wooden soldiers stood exactly as he had seen them when Jane interrupted. They hadn't moved a tenth of an inch. They were as dead as ninepins. They had frozen again.

4 A. There were nine pins.

1 B. The soldiers did not move at all.

5 C. Jane shot the soldiers.

2 D. There were nine, straight soldiers.

3 E. There were nine, dead soldiers.

27. He felt the Duty Centurion grow tense as a strung bow beside him. The moments crawled by, the silence became a physical pressure on his eardrums.

4 A. Bows have strings.

1 B. The commander was stiff.

5 C. It's fun to shoot arrows.

2 D. The commander was bent over.

3 E. The commander used a bow and arrow.

28. ... THEN Mrs. Brace-Gideon would come sailing in like a battleship and start to sing.

3 A. She can sail a ship.
2 B. She can float.
5 C. She won the fight.
1 D. She was large and powerful.
4 E. The ship is used in war.

29. Off they [the boys] went, bucking and yelling, as wild as Tuscarora Indians.

2 A. They wanted to go and fight.
3 B. They rode horseback.
4 C. Indians are wild.
1 D. They were excited.
5 E. They shot bows and arrows.

30. Through experience he now felt sure that most of the wild animals would slip away like shadows from his path.

2 A. You cannot touch the animals.
1 B. The animals move quickly and quietly.
4 C. Shadows move.
5 D. The animals are dead.
3 E. The animals' shadows moved.

THE END

APPENDIX E

RECORDED INTERVIEW FORMAT

SIMILES USED IN THE INTERVIEWS

Card 1

He was a small Chagga [member of a tribe] with fits like hams, a round polished face, and perpetual grin.

Card 2

... Suddenly he remembered the flood of sunset light in his sleeping-cell at Calleva, that evening when Esca and Cub and Cottia had come to him in his desperate need. He called it up now, like golden water, like a trumpet call, the Light of Mithras. He hurled it against the darkness, forcing it back --- back --- back.

Card 3

They [the soldiers] swung in their tracks, towards the nearest tongue of the birch woods that were spreading like a stain through the ragged mist, but even as they did so, the signal cry rose from among the golden trees in answer.

Card 4

... all the animals were on the move, faintly visible from the train ... .

Andrew, watching through the window, grew pensive. He understood why the bushbaby could not be released. It would be like throwing a small child into an arena of lions.

Card 5

Peter, however, had never given his arm to anyone in his life. Clara put her's in his, but he kept his own hanging down straight beside him like a stick.

Card 6

Broomtail's [the horse's] eyes were as bright as sunlight.

Card 7

... The minute my back was turned, she pushed her way out [of the crowd].

"She was just like a wild animal," a woman in the store said, "She knocked me over."

Card 8

Dead leaves follow the wind and have no resting place during a storm. The twig that has fallen into the river goes where the stream carries it. The poor are like the leaves in the storm or the twig in the river: plaything of forces which they do not control, which they sometimes do not even understand.

Card 9

He felt the Duty Centurion grow tense as a strung bow beside him. The moments crawled by, the silence became a physical pressure on his eardrums.

Card 10

Off they [the boys] went, bucking and yelling, as wild as Tuscarora Indians.

RECORDED INTERVIEW FORMAT

Hello I'm going to talk to you for a few moments about some of the phrases that we may use in our daily conversation and then I'm going to ask you to do something for me.

In our daily conversations we often compare one thing or action with another. These things that we are comparing may be very different except for one characteristic or quality that they have in common. Sometimes we might compare a plane to lightning, by saying a plane may go as fast as lightning or a person may be compared to an ox by saying that he is as strong as an ox. A child who is happy might be said to be as happy as a clam, or a person who is sly might be said to be as sly as a fox. You can, I am sure, think of many more comparisons other than the ones I have given you.

Have a look at the object in front of you. What does it remind you of? Does it look like anything else that you know? Could

you compare it to something else that you know? Is it as prety as anything else? Does it have the same size as something? Does it remind you of some other characteristic or quality?

Authors, when they write, often compare one thing to another. I would like you to read some of the passages that authors have written. I have taken these passages from children's books. Then I would like you to consider what the underlined words might mean. These underlined words are called similes. You are asked to read the whole of each passage written on each card and then to answer a few questions about what you have read. Most of these questions will be related to the underlined words or simile. This is not timed so relax and do the best you can.

In order for me to keep track of the questions I want to ask you and also all the things that you are thinking about when you read these, it will be necessary for us to use two tape recorders. This tape recorder will have the questions that I want you to answer and the other tape recorder will be used for keeping track of what you say.

Read the passage written on Card 1 to yourself.

> He was a small Chagga [member of a tribe] <u>with fists like hams</u>, a round polished face, and perpetual grin.

What do the underlined words mean? Why do you think that they mean that? What feelings does the simile give you?

Read the words printed on card number two.

> ... Suddenly he remembered the flood of sunset light in his sleeping-cell at Calleva, that evening when Esca and Cub and Cottia had come to him in his desperate need. <u>He called it up now, like golden water, like a trumpet call</u>, the Light of Mithras. He hurled it against the darkness, forcing it back --- back --- back.

What do the underlined words mean? Why do you think that they mean that? What feelings does the simile give you?

Read the passage printed on Card 3.

> They [the soldiers] swung in their tracks, towards the nearest tongue of the birch woods that were spreading like a stain through the ragged mist, but even as they did so, the signal cry rose from among the golden trees in answer.

What do the underlined words mean? Why do you think that they mean that? What feelings does the simile give you? What does "the nearest tongue of the birch woods" mean as it is used in Card 3? What meanings do you know for the word "stain?"

Read Card 4.

> ... all the animals were on the move, faintly visible from the train ... .
> Andrew, watching through the window, grew pensive. He understood why the bushbaby could not be released. It would be like throwing a small child into an arena of lions.

What do the underlined words mean? Why do you think that they mean that? What does the phrase "arena of lions" mean to you?

Read Card 5.

> Peter, however, had never given his arm to anyone in his life. Clara put her's in his, but he kept his own hanging down straight beside him like a stick.

What does the simile mean? Why do you think it means that? What feelings does the simile give you?

Read card number 6.

> Broomtail's [the horse's] eyes were as bright as sunlight.

What does the simile mean? Why do you think it means that? What feelings does the simile give you?

Read card number 7.

> ... The minute my back was turned, she pushed her way out [of the crowd].
> "She was just like a wild animal," a woman in the store said, "She knocked me over."

What does the simile mean? Why do you think it means that? What feelings does the simile give you?

Read card number 8.

> Dead leaves follow the wind and have no resting place during a storm. The twig that has fallen into the river goes where the stream carries it. The poor are like the leaves in the storm or the twig in the river: plaything of forces which they do not control, which they sometimes do not even understand.

What does the simile mean? Why do you think it means that? What feelings does the simile give you? What happens to leaves in a storm? What happens to twigs in a river?

Read card number 9.

> He felt the Duty Centurion grow tense as a strung bow beside him. The moments crawled by, the silence became a physical pressure on his eardrums.

What does the simile mean? Why do you think it means that? What feelings does the simile give you? What does the word "centurion" mean to you? What does "strung bow" mean to you?

Read card number 10.

> Off they [the boys] went, bucking and yelling, as wild as Tuscarora Indians.

What does the simile mean? Why do you think it means that? What feelings does the simile give you?

Thank you very much for helping me to find out what grade five students think about when they read. Would you please say your name into the tape recorder so that I can keep track of each person's ideas.

PPENDIX F

QUESTIONNAIRE

QUESTIONNAIRE

NAME _____ Boy _____ Girl _____

School _____ Birthdate _____

Room or Class _____ Age _____

I would like to find out what Grade five students are interested in. In order to do this I am going to ask you some questions. Use a check mark (√) to show which answer is most suitable to you. This information will not be given to anyone else.

(1) Do you belong to any of these clubs?

Cubs _____ Brownies _____ The "Y" _____

Scouts _____ Girl Guides _____ Hockey Clubs _____

Baseball Clubs _____ Pioneer Girls _____ List Any Others _____

_____

(2) Have you been on any trips?

In Strathcona (Edmonton) _____

In Alberta (but not Edmonton) _____

In Canada (but not Alberta) _____

U.S.A. _____

Outside North America _____

(3) Where have you lived?

In Strathcona (Edmonton) _____

In Alberta (but not Edmonton) _____

In Canada (but not Alberta) _____

U.S.A. _____

Outside North America _____

(4) I watch TV - not at all _____
0 to 3 hours a day _____
more than 3 hours a day _____

(5) I go to movies - not at all _____
1 or 2 a month _____
3 or 4 a month _____

(6) The number of books I read each week is - none _____
part of one _____
one or more _____

(7) I read a newspaper - not at all _____
about once a week _____
every day _____

(8) About how many books are in your home?

0-49 _____ 50-99 _____ 100 or more _____

(9) About how many books belong to you?

0-9 _____ 10-49 _____ 50 or more _____

(10) Do you borrow books from any library?

not at all _____ once or twice a month _____ every week _____

(11) Were stories read to you before you started school?

no _____ yes _____ don't know _____

(12) Did you know how to read before you started school?

no _____ yes _____ don't know _____

(13) What one thing do you like to do best in your spare time?

		Play sports		Watch T.V.		List any other	
		Go to movies		Read		_____	
		Listen to radio		Listen to records		_____	

TABLE IX

COMPARISON OF FREQUENCY DISTRIBUTIONS BASED ON THE DIFFICULTY, VALIDITY, AND THE RELIABILITY INDICES OF ITEMS USED ON THE PILOT TEST AND THE SIMILES TEST

Difficulty Index	Fifty Items Used in the Pilot Study		Thirty Items Selected for the Similes Test	
	Number of Items	Percentage of Total	Number of Items	Percentage of Total
.124 - .32625	3	6	1	3 1/3
.32626 - .52850	13	26	6	20
.52851 - .73075	23	46	15	50
.73076 - .933	11	22	8	26 2/3
Validity Index	Number of Items	Percentage of Total	Number of Items	Percentage of Total
.061 - .28425	8	16	1	3 1/3
.28426 - .50750	14	28	7	23 1/3
.50751 - .73075	23	46	19	63 1/3
.73076 - .954	5	10	3	10
Reliability Index	Number of Items	Percentage of Total	Number of Items	Percentage of Total
.027 - .120	8	16	0	0
.121 - .213	10	20	6	20
.214 - .306	21	42	16	53 1/3
.307 - .399	11	22	8	26 2/3